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ABSTRACT

Classroom management is a topic of perennial interest and concern to educators. This paper describes the background, development, and implementation of a classroom management model widely disseminated in Arkansas. The model is an outgrowth of two other programs implemented in 1979: the Program for Effective Teaching (P.E.T.) and clinical supervision. The P.E.T. model featured a classroom management component that many educators wanted to develop further. Dr. Carolyn Everton's work in a classroom organization and effective teaching study isolated six characteristics of successful classroom managers. A model based on Evertson's work and other research was developed and tested during the 1982-83 school year in six districts whose teachers had received P.E.T. training. Half of these teachers were given a one-day workshop on classroom management skills before school started. Results showed an appreciable difference between control and experimental groups. In 1983, a cadre of instructors was trained to disseminate the new model emphasizing prevention, wide use of resources, good instructional skills, and a positive classroom climate. While no statewide evaluation of the model has yet occurred, it shows great promise for using limited instructional time effectively. Included are 17 references. (MLH)

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CLASSROOM MANAGEMENT: A STATE DISSEMINATED MODEL FOR
STAFF DEVELOPMENT FOR TEACHERS AND ADMINISTRATORS

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Classroom management is a topic of perennial interest and concern to educators. The model that has been developed in Arkansas and that is being disseminated in the state is a response to this interest and concern. The purpose of this paper is to create perspective relevant to the model by describing the background, the development, and the implementation of the classroom management model in Arkansas.

Seven years ago, in 1979, the state became more concerned about improving the quality of its educational program. This led to the implementation of a statewide staff development program to improve the instructional and supervisory skills of teachers and administrators. This effort consisted largely of two parts, the Program for Effective Teaching (P.E.T.) and Clinical Supervision. Later, 1983, the Classroom Management Skills Model was added.

The Program for Effective Teaching is a model that was imported from Newport News, Virginia, which had been based on the writings of Madeline Hunter with some influence from the Long Beach, California, school system. This program identified six elements of the Total Teaching Act (T.T.A.): Knowledge of Content, Selection and Use of Appropriate Materials, Human Relation Skills, Planning Skills, Classroom Management Skills, and Instructional Skills. These all rested on a foundation of knowledge and understanding of human growth and development. P.E.T. focused on the Instructional Skills component. It was accompanied by Clinical Supervision as a means of enhancing teacher performance and maintaining the teaching skills promoted by the program.

This model was widely disseminated in the state. It influenced staff development in districts throughout the state, it influenced teacher and administrator preparation programs in the state, and it provided a more

standard professional vocabulary for educators. This latter effect has improved communication among teachers, administrators, colleges of education personnel, and state department officials. A statewide evaluation of the Program for Effective Teaching: Instructional Skills Component, is now underway.

While the P.E.T. Model was being disseminated, many persons expressed a desire to have something similar for the Classroom Management Skills component of the Total Teaching Act. This had already been recognized by Arkansas Department of Education personnel as something desirable, but this added incentive caused a redoubling of efforts to locate or develop such a program. Many educators in Arkansas had already decided that teachers and schools really do make a difference, and when the research of Dr. Carolyn Evertson and others concerning classroom management came to their attention, it reinforced this conclusion.

Dr. Evertson's work in the Classroom Organization and Effective Teaching (COET) study had shown that teachers who were effective classroom managers had six characteristics:

1. They planned classroom procedures and rules carefully and in detail.
2. They systematically taught students procedures and expected behaviors.
3. They monitored student work and behavior closely.
4. They dealt with inappropriate behavior quickly and consistently.
5. They organized instruction to maximize student task engagement and success.
6. They communicated directions and expectations clearly.

Other research indicated that teachers with good gains in achievement

test scores were also good classroom managers. It now appeared that something was available to help with the development of a classroom management model.

The concern for staff development leaders in the state at that point was whether or not these research findings could be moved from the university setting and developed into a model that was transportable to local schools, acceptable to and desirable by local educators, and effective in enhancing the related skills of practicing educators.

To test the hypothesis that this could be done, a model was developed and tested during the 1982-83 school year. Teachers were involved in six school districts in the state, and all of these teachers had received the P.E.T. Model training. They were matched on such factors as competence and experience, and half of them became the experimental group and half became the control group. The teachers in the experimental group were given a one-day workshop in classroom management skills before school started. Then during the first two months of the school year four classroom observations were completed for each teacher in each of the two groups. There were two observers in each school district, and these persons received separate training from the teachers in the classroom management skills model. This helped to insure that they did not know which teachers had received the additional training and which had not.

In the middle of October a second full day workshop in classroom management skills was conducted for teachers in the experimental group. By the end of November two more observations per teacher had been done, and these, with the four previous ones, were analyzed to see if there was a difference between the two groups of teachers. The analysis showed that there was an appreciable difference. The model was then considered ready

for dissemination on a statewide basis, but it was recognized that future revisions might be in order to fine tune and enhance its overall structure and effectiveness.

In the summer of 1983 a cadre of instructors were trained, and the model has been a part of the statewide effort to improve staff development since that time. This particular model is much more than a discipline program. It emphasizes prevention of problems, good utilization of resources, quality instructional skills, and a positive classroom climate. It also stresses common sense and practicality. The three major areas of focus are planning, presenting, and maintaining. No statewide evaluation of the model has occurred to date.

Intuitively, it is believed that classroom management skills and instructional skills are two essential teacher competencies and that a given teacher may be strong in both, weak in both, or strong in one and weak in the other. If the teacher's problem is a deficiency in one or both of these skills, then means are available through one or both of the skill models to help ameliorate that condition.

The work of John B. Carroll in showing the relationship between time and achievement and that of William B. Spady in giving us some key concepts of learning time--allocated time, engaged time, academic learning time--is important (Time on Task, pp. 11-16). Lengthening the school day and/or school year are suggestions for improving education that have been made over the last three decades or so. Neither of these has received a great deal of approval. It would appear then that we are unlikely to get a great increase in allocated time. Therefore, we need to use the instructional time we have in the most effective and efficient ways possible. Anything that will help us do this should be considered. The Classroom Management Skills Model being disseminated in Arkansas offers promise in this direction.

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